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ABSTRACT

Strategies for schooling which reflect the cultural diversity of the United States were examined. To discern the role of teacher education in this process, a survey was conducted of 3,038 postsecondary institutions. The initial query sought to identify multicultural teacher education programs. Statistical data is provided on the groups studied, courses offered, undergraduate and graduate majors and minors, academic degrees, certificates, length of program, students and disciplines participating, community involvement, and geographic distribution. The groups studied were Hispanic Americans, African Americans, Mexican Americans, Native Americans, European Americans, Asian Americans, Jewish Americans, Slavic Americans, Italian Americans, and Irish Americans. The survey reveals that the heaviest emphasis overall is on Hispanic American, African American, Asian American, and Native American groups. Programs studying Central, Eastern, and Southern European heritage groups appear to be under-represented. The importance of preparing teachers who are able to reflect the realities of a culturally pluralistic society and a multicultural world is pointed out. (JD)

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Multicultural Teacher Education

in the United States

by

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Bloomsburg, Pennsylvania 17815

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Chapter 1

Multicultural Teacher Education in the United States

Ethnic and cultural factors are coming to be seen as increasingly important in the conduct of public education in the United States. Strategies for schooling which reflect the cultural diversity of the nation permeate administrative, instructional, and curricular efforts at many of our schools. These efforts include in-service and pre-service training of personnel.

In order to discern the role of teacher education in this process, I surveyed 3,038 postsecondary institutions in the United States and outlying areas during the 1977-1978 academic year. The initial query sought to identify multicultural teacher education programs. A program referred to a major, minor, or concentration in multicultural education. I received replies from 84% of the schools queried. The respondents identified 135 schools offering multicultural teacher education programs. One hundred and twenty of these (84%) answered my questionnaire.

The programs serve over 23,332 students a total of 1,996 courses which focus on 38 ethnic groups. In addition 94 of the schools (78.3%) provide a total of 587 general or theoretical multicultural education courses. Ninety-two schools (76.7%) offer a total of 377 methods and materials courses for multicultural education. Student teaching (96 schools, 80%), practica (78 schools, 65%), and/or internships (58 schools, 48.3%) are given in settings which provide for cross cultural contact.

Thirty-five schools offer undergraduate multicultural education majors. Thirty have minors. At the graduate level there are 20 schools with majors and 14 with minors. Twenty-four schools offer master's degrees with a multicultural education focus and 7 schools have doctoral programs. The average program is less than five years old and serves 201 students.

Twenty-five different academic disciplines participate in the programs with education (109 schools, 90.8%), history (77 schools, 64.2%), sociology (76 schools, 63.3%), anthropology (67 schools, 55.8%), foreign languages (59 schools, 49.2%), linguistics (54 schools, 45%), and political science (52 schools, 43.3%) appearing most frequently.

Community involvement is a feature in programs at 102 of the schools (85%). Ninety-two (76.7%) use community resources in their programs; 92 (76.7%) reach into the community for human resources; 77 (64.2%) interact with community organizations; 58 (48.3%) study their communities; 47 (39.2%) have community involvement in curriculum planning; and 29 (24.2%) provide a community based instructional program.

The postsecondary institutions with multicultural teacher education programs are found in 33 states and the District of Columbia. California with 26 schools (21.7%) has the largest number. Pennsylvania and Texas (8 schools each, 6.7%), Massachusetts and New York (6 schools each, 5%), Illinois and Wisconsin (5 schools each, 4.2%), Indiana, Iowa, Montana and Ohio (4 schools each, 3.3%), and Michigan, Minnesota, Oklahoma and Washington (3 schools each, 2.5%) follow.

Although 60 of the schools identify their programs as multiethnic in nature, the heaviest emphasis overall is on Hispanic American, African American, Asian American, and Native American groups. Of the 1,996 courses offered which focus on specific groups 692 (34.7%) are on Hispanic Americans. Mexican Americans (395 courses, 19.8%) and Puerto Ricans (112 courses, 5.6%) are the most widely studied hispanic groups. There are 424 courses (21.2%) on African Americans, 204 (10.2%) on Asian Americans with Filipino Americans (61 courses, 3.1%), Chinese Americans (52 courses, 2.6%) and Korean Americans (39 courses, 2%) being the most frequently studied, and 178 courses (8.9%) on Native Americans. Sixty schools offer a total of 277

multiethnic courses. The groups which appear most often in these courses are African Americans (32 schools, 53.3%), Native Americans (29 schools, 48.3%), Mexican Americans (16 schools, 26.7%), and Chinese Americans (15 schools, 25%).¹

TABLE 1
GROUPS STUDIED

Schools with courses focusing on the groups' experience
in the United States

(N=108)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	50	55.56%
AFRICAN AMERICANS	43	39.81%
MEXICAN AMERICANS	39	36.11%
NATIVE AMERICANS	36	33.33%
CHINESE AMERICANS	14	12.96%
PUERTO RICANS	12	11.11%
SPANISH AMERICANS	11	10.19%
CUBAN AMERICANS	10	9.26%
FILIPINO AMERICANS	10	9.26%
JAPANESE AMERICANS	10	9.26%
JEWISH AMERICANS	10	9.26%
SOUTH AMERICANS	10	9.26%
CENTRAL AMERICANS	9	8.33%
GERMAN AMERICANS	5	4.63%
ITALIAN AMERICANS	5	4.63%
RUSSIAN AMERICANS	5	4.63%
KOREAN AMERICANS	4	3.70%
FRENCH AMERICANS	3	2.78%
ASIAN INDIAN AMERICANS	3	2.78%
VIETNAMESE AMERICANS	3	2.78%
WEST INDIAN AMERICANS	3	2.78%
IRISH AMERICANS	2	1.85%

TABLE 1 (cont'd)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
CZECH AMERICANS	2	1.85%
NORWEGIAN AMERICANS	2	1.85%
POLISH AMERICANS	2	1.85%
PORTUGUESE AMERICANS	2	1.85%
ENGLISH AMERICANS	2	1.85%
GREEK AMERICANS	1	0.93%
CANADIAN AMERICANS	1	0.93%
AMISH AMERICANS	1	0.93%
ARMENIAN AMERICANS	1	0.93%
DANISH AMERICANS	1	0.93%
SAUDI ARABIAN AMERICANS	1	0.93%
SCOTCH AMERICANS	1	0.93%
BASQUE AMERICANS	1	0.93%
SYRIAN AMERICANS	1	0.93%
TURKISH AMERICANS	1	0.93%
EGYPTIAN AMERICANS	1	0.93%
CREOLE AMERICANS	<u>1</u>	0.93%

329 PROGRAMS

TABLE 2

COURSES OFFERED

Number of courses offered which focus on the
groups' experience in the United States

(N=1,996)

<u>GROUP</u>	<u>NUMBER OF COURSES OFFERED</u>	<u>PERCENTAGE</u>
AFRICAN AMERICANS	424	21.24%
MEXICAN AMERICANS	395	19.79%
MULTIETHNIC	277	13.88%
NATIVE AMERICANS	178	8.92%
PUERTO RICANS	112	5.61%
JEWISH AMERICANS	68	3.41%
FILIPINO AMERICANS	61	3.06%
CUBAN AMERICANS	60	3.01%
CHINESE AMERICANS	52	2.61%
SPANISH AMERICANS	52	2.61%
CENTRAL AMERICANS	45	2.25%
KOREAN AMERICANS	39	1.95%
JAPANESE AMERICANS	29	1.45%
SOUTH AMERICANS	28	1.40%
POLISH AMERICANS	26	1.30%
FRENCH AMERICANS	20	1.00%
GERMAN AMERICANS	17	0.85%
ASIAN AMERICANS	17	0.85%
EGYPTIAN AMERICANS	15	0.75%
CREOLE AMERICANS	15	0.75%
ITALIAN AMERICANS	12	0.60%
RUSSIAN AMERICANS	11	0.55%

TABLE 2 (cont'd)

<u>GROUP</u>	<u>NUMBER OF COURSES OFFERED</u>	<u>PERCENTAGE</u>
NORWEGIAN AMERICANS	7	0.35%
WEST INDIAN AMERICANS	7	0.35%
VIETNAMESE AMERICANS	6	0.30%
ENGLISH AMERICANS	4	0.20%
PORTUGUESE AMERICANS	3	0.15%
IRISH AMERICANS	2	0.10%
CANADIAN AMERICANS	2	0.10%
BASQUE AMERICANS	2	0.10%
CZECH AMERICANS	2	0.10%
GREEK AMERICANS	1	0.05%
AMISH AMERICANS	1	0.05%
ARMENIAN AMERICANS	1	0.05%
DANISH AMERICANS	1	0.05%
SAUDI ARABIAN AMERICANS	1	0.05%
SCOTCH AMERICANS	1	0.05%
SYRIAN AMERICANS	1	0.05%
TURKISH AMERICANS	1	0.05%

TABLE 3

UNDERGRADUATE MAJORS

Number of schools offering undergraduate multicultural
education majors by ethnic group

(N=35)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
AFRICAN AMERICANS	15	42.86%
MULTIETHNIC	11	31.43%
MEXICAN AMERICANS	10	28.57%
CHINESE AMERICANS	5	14.29%
NATIVE AMERICANS	5	14.29%
CUBAN AMERICANS	4	11.43%
JAPANESE AMERICANS	3	8.57%
SPANISH AMERICANS	3	8.57%
CENTRAL AMERICANS	2	5.71%
FILIPINO AMERICANS	2	5.71%
JEWISH AMERICANS	2	5.71%
ASIAN INDIAN AMERICANS	2	5.71%
PUERTO RICANS	2	5.71%
CREOLES	1	2.86%
BASQUE AMERICANS	1	2.86%
RUSSIAN AMERICANS	1	2.86%
SOUTH AMERICANS	<u>1</u>	2.86%

70 PROGRAMS

TABLE 4

UNDERGRADUATE MINORS

Number of schools offering undergraduate multicultural
education minors by ethnic group

(N=30)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
AFRICAN AMERICANS	11	36.67%
MULTIETHNIC	9	30.00%
NATIVE AMERICANS	7	23.33%
MEXICAN AMERICANS	6	20.00%
SPANISH AMERICANS	3	10.00%
CENTRAL AMERICANS	2	6.67%
BASQUE AMERICANS	1	3.33%
CHINESE AMERICANS	1	3.33%
CREOLES	1	3.33%
CUBAN AMERICANS	1	3.33%
JAPANESE AMERICANS	1	3.33%
JEWISH AMERICANS	1	3.33%
PUERTO RICANS	1	3.33%
SOUTH AMERICANS	1	3.33%
ASIAN INDIAN AMERICANS	<u>1</u>	3.33%

47 PROGRAMS

TABLE 5
GRADUATE MAJORS

Number of schools offering graduate multicultural
education majors by ethnic group

(N=20)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	11	55.00%
AFRICAN AMERICANS	6	30.00%
MEXICAN AMERICANS	4	20.00%
NATIVE AMERICANS	2	10.00%
BASQUE AMERICANS	1	5.00%
CENTRAL AMERICANS	1	5.00%
CHINESE AMERICANS	1	5.00%
CUBAN AMERICANS	1	5.00%
ITALIAN AMERICANS	1	5.00%
JAPANESE AMERICANS	1	5.00%
JEWISH AMERICANS	1	5.00%
PUERTO RICANS	1	5.00%
SOUTH AMERICANS	1	5.00%
SPANISH AMERICANS	1	5.00%

33 PROGRAMS

TABLE 6

GRADUATE MINORS

Number of schools offering graduate multicultural
education minors by ethnic group

(N=14)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	8	57.14%
MEXICAN AMERICANS	5	35.71%
AFRICAN AMERICANS	3	21.43%
CHINESE AMERICANS	2	14.29%
NATIVE AMERICANS	2	14.29%
BASQUE AMERICANS	1	7.14%
CENTRAL AMERICANS	1	7.14%
CUBAN AMERICANS	1	7.14%
FILIPINO AMERICANS	1	7.14%
JAPANESE AMERICANS	1	7.14%
SOUTH AMERICANS	1	7.14%
SPANISH AMERICANS	<u>1</u>	7.14%

27 PROGRAMS

TABLE 7

ASSOCIATE'S DEGREES

Number of schools offering Associate's Degrees in
multicultural education by ethnic group

(N=5)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MEXICAN AMERICANS	2	40.00%
NATIVE AMERICANS	2	40.00%
CANADIAN AMERICANS	1	20.00%
CENTRAL AMERICANS	1	20.00%
CUBAN AMERICANS	1	20.00%
FILIPINO AMERICANS	1	20.00%
IRISH AMERICANS	1	20.00%
KOREAN AMERICANS	1	20.00%
MORROCCAN AMERICANS	1	20.00%
POLISH AMERICANS	1	20.00%
PUERTO RICANS	1	20.00%
SPANISH AMERICANS	<u>1</u>	20.00%

14 PROGRAMS

TABLE 8

BACHELOR'S DEGREES

Number of schools offering Bachelor's Degrees in
multicultural education by ethnic group

(N=40)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
AFRICAN AMERICANS	13	32.50%
MEXICAN AMERICANS	12	30.00%
MULTIETHNIC	11	27.50%
NATIVE AMERICANS	9	22.50%
SPANISH AMERICANS	5	12.50%
CENTRAL AMERICANS	4	10.00%
JAPANESE AMERICANS	4	10.00%
CHINESE AMERICANS	3	7.50%
FILIPINO AMERICANS	3	7.50%
PUERTO RICANS	3	7.50%
CUBAN AMERICANS	2	5.00%
SOUTH AMERICANS	2	5.00%
CANADIAN AMERICANS	1	2.50%
FRENCH AMERICANS	1	2.50%
GERMAN AMERICANS	1	2.50%
IRISH AMERICANS	1	2.50%
ITALIAN AMERICANS	1	2.50%
BASQUE AMERICANS	1	2.50%
JEWISH AMERICANS	1	2.50%
KOREAN AMERICANS	1	2.50%
NORWEGIAN AMERICANS	1	2.50%

TABLE 8 (cont'd)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
POLISH AMERICANS	<u>1</u> 81 PROGRAMS	2.50%

TABLE 9

MASTER'S DEGREES

Number of schools offering Master's Degrees in
multicultural education by ethnic group

(N=24)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	13	54.17%
MEXICAN AMERICANS	8	33.33%
NATIVE AMERICANS	5	20.83%
AFRICAN AMERICANS	4	16.67%
JAPANESE AMERICANS	3	12.50%
CENTRAL AMERICANS	2	8.33%
CHINESE AMERICANS	2	8.33%
FILIPINO AMERICANS	2	8.33%
JEWISH AMERICANS	2	8.33%
PUERTO RICANS	2	8.33%
SOUTH AMERICANS	2	8.33%
SPANISH AMERICANS	2	8.33%
BASQUE AMERICANS	1	4.17%
CUBAN AMERICANS	1	4.17%
IRISH AMERICANS	1	4.17%
ITALIAN AMERICANS	1	4.17%
NORWEGIAN AMERICANS	1	4.17%
CANADIAN AMERICANS	1	4.17%
VIETNAMESE AMERICANS	<u>1</u>	4.17%

54 PROGRAMS

TABLE 10

DOCTOR'S DEGREES

Number of schools offering Doctor's Degrees in
multicultural education by ethnic group

(N=7)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	5	71.43%
AFRICAN AMERICANS	2	28.57%
PUERTO RICANS	2	28.57%
CANADIAN AMERICANS	1	14.29%
IRISH AMERICANS	1	14.29%
ITALIAN AMERICANS	1	14.29%
JAPANESE AMERICANS	1	14.29%
MEXICAN AMERICANS	1	14.29%
NATIVE AMERICANS	1	14.29%
NORWEGIANS	<u>1</u>	14.29%

16 PROGRAMS

TABLE 11

CERTIFICATES

Number of schools offering certificates in
multicultural education by ethnic group

(N=39)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS OFFERING</u>	<u>PERCENTAGE</u>
MULTIETHNIC	19	48.72%
MEXICAN AMERICANS	10	25.64%
NATIVE AMERICANS	9	23.08%
AFRICAN AMERICANS	6	15.38%
JAPANESE AMERICANS	4	10.26%
CHINESE AMERICANS	3	7.69%
FILIPINO AMERICANS	3	7.69%
JEWISH AMERICANS	3	7.69%
CENTRAL AMERICANS	2	5.13%
NORWEGIAN AMERICANS	2	5.13%
PUERTO RICANS	2	5.13%
GERMAN AMERICANS	1	2.56%
IRISH AMERICANS	1	2.56%
ITALIAN AMERICANS	1	2.56%
KOREAN AMERICANS	1	2.56%
MORROCCAN AMERICANS	1	2.56%
CANADIAN AMERICANS	1	2.56%
SOUTH AMERICANS	1	2.56%
SPANISH AMERICANS	<u>1</u>	2.56%

71 PROGRAMS

TABLE 12

LENGTH OF PROGRAM

Number of years programs have been in operation

(N=120 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	4	3.3	4.0	4.0
1	11	9.2	10.9	14.9
2	14	11.7	13.9	28.7
3	18	15.0	17.8	46.5
4	12	10.0	11.9	58.4
5	11	9.2	10.9	69.3
6	6	5.0	5.9	75.2
7	6	5.0	5.9	81.2
8	7	5.8	6.9	88.1
9	2	1.7	2.0	90.1
10	6	5.0	5.9	96.0
15	2	1.7	2.0	98.0
30	1	0.8	1.0	99.0
31	1	0.8	1.0	100.0
99	<u>19</u>	<u>15.8</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	120	100.0	100.0	100.0

 $M=4.94$ $Md=3.79$ $Mo=3$ $SD=4.76$

TABLE 13

STUDENTS PARTICIPATING

Number of students participating in programs per year

(N=120 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	39	32.5	42.9	42.9
51-100	17	14.2	18.7	61.5
101-150	3	2.5	3.3	64.8
151-200	8	6.7	8.8	73.6
201-250	5	4.2	5.5	79.1
251-300	1	0.8	1.1	80.2
301-350	3	2.5	3.3	83.5
351-400	3	2.5	3.3	86.8
501-550	1	0.8	1.1	87.9
551-600	2	1.7	2.2	90.1
651-700	1	0.8	1.1	91.2
701-750	1	0.8	1.1	92.3
751-800	1	0.8	1.1	93.4
951-1000	2	1.7	2.2	95.6
1201-1250	1	0.8	1.1	96.7
1501-1600	1	0.8	1.1	97.8
1901-2000	2	1.7	2.2	100.0
NO RESPONSE	<u>29</u>	<u>24.2</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	120	100.0	100.0	100.0

M=201.14

Mo=99

Md=93.1

SD=34.9

N=23,332

TABLE 14

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in
multicultural education programs

(N=120 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	109	90.83%
HISTORY	77	64.17%
SOCIOLOGY	76	63.33%
ANTHROPOLOGY	67	55.83%
FOREIGN LANGUAGES	59	49.17%
LINGUISTICS	54	45.00%
POLITICAL SCIENCE	52	43.33%
ENGLISH	49	40.83%
PSYCHOLOGY	46	38.33%
URBAN STUDIES	42	35.00%
MUSIC	41	34.17%
ART	41	34.17%
PHILOSOPHY	31	25.83%
AMERICAN STUDIES	30	25.00%
RELIGION	30	25.00%
GEOGRAPHY	26	21.67%
FOLKLORE	25	20.83%
SOCIAL PSYCHOLOGY	25	20.83%
DANCE	23	19.17%
ECONOMICS	22	18.33%
ETHNOLOGY	21	17.50%
THEATER	21	17.50%

TABLE 14 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
SOCIAL WORK	14	11.67%
PHYSICAL EDUCATION	9	7.50%
HOME ECONOMICS	7	5.83%

TABLE 15

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural education programs by type

(N=120)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	102	85.00%
COMMUNITY RESOURCES	92	76.67%
USE OF HUMAN RESOURCES	92	76.67%
INTERACTION WITH COMMUNITY ORGANIZATIONS	77	64.17%
LOCALLY PRODUCED MATERIALS	69	57.50%
STUDY OF THE COMMUNITY	58	48.33%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	47	39.17%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	29	24.17%

TABLE 16
GEOGRAPHIC DISTRIBUTION
Location of schools with multicultural teacher
education programs by state
(N=120)

<u>STATE</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	26	21.67%
PENNSYLVANIA	8	6.67%
TEXAS	8	6.67%
MASSACHUSETTS	6	5.00%
NEW YORK	6	5.00%
ILLINOIS	5	4.17%
WISCONSIN	5	4.17%
INDIANA	4	3.33%
IOWA	4	3.33%
MONTANA	4	3.33%
OHIO	4	3.33%
MICHIGAN	3	2.50%
MINNESOTA	3	2.50%
OKLAHOMA	3	2.50%
WASHINGTON	3	2.50%
ARIZONA	2	1.67%
COLORADO	2	1.67%
CONNECTICUT	2	1.67%
FLORIDA	2	1.67%
KANSAS	2	1.67%
NEVADA	2	1.67%
NEW JERSEY	2	1.67%

TABLE 16 (cont'd)

<u>STATE</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
NEW MEXICO	2	1.67%
UTAH	2	1.67%
ALASKA	1	0.83%
DISTRICT OF COLUMBIA	1	0.83%
HAWAII	1	0.83%
IDAHO	1	0.83%
LOUISIANA	1	0.83%
MARYLAND	1	0.83%
NORTH CAROLINA	1	0.83%
OREGON	1	0.83%
RHODE ISLAND	1	0.83%
TENNESSEE	1	0.83%

TABLE 17

GROUPS STUDIED IN MULTIETHNIC COURSES

Schools with courses focusing on more than one
group's experience in the U.S.

(N=60)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
AFRICAN AMERICANS	32	53.33%
NATIVE AMERICANS	29	48.33%
NOT SPECIFIED	17	28.33%
MEXICAN AMERICANS	16	26.67%
CHINESE AMERICANS	15	25.00%
JEWISH AMERICANS	14	23.33%
PUERTO RICANS	14	23.33%
JAPANESE AMERICANS	12	20.00%
ASIAN AMERICANS	10	16.67%
IRISH AMERICANS	8	13.33%
GERMAN AMERICANS	8	13.33%
EUROPEAN AMERICANS	7	11.67%
ITALIAN AMERICANS	7	11.67%
POLISH AMERICANS	7	11.67%
CHICANOS	6	10.00%
FILIPINO AMERICANS	6	10.00%
AMISH AMERICANS	5	8.33%
ASIAN INDIAN AMERICANS	5	8.33%
CZECH AMERICANS	5	8.33%
GREEK AMERICANS	5	8.33%
CUBAN AMERICANS	5	8.33%
CROATIAN AMERICANS	4	6.67%

TABLE 17 (cont'd)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
FRENCH AMERICANS	4	6.67%
SLOVAK AMERICANS	4	6.67%
SPANISH AMERICANS	4	6.67%
VIETNAMESE AMERICANS	4	6.67%
KOREAN AMERICANS	4	6.67%
LATIN AMERICANS	3	5.00%
HISPANIC AMERICANS	3	5.00%
ARAB AMERICANS	3	5.00%
CENTRAL AMERICANS	3	5.00%
LITHUANIAN AMERICANS	3	5.00%
RUSSIAN AMERICANS	3	5.00%
SCOTCH-IRISH AMERICANS	3	5.00%
UKRANIAN AMERICANS	3	5.00%
WELSH AMERICANS	3	5.00%
IRANIAN AMERICANS	2	3.33%
SAUDI ARABIAN AMERICANS	2	3.33%
SWEDISH AMERICANS	2	3.33%
SCANDINAVIAN AMERICANS	2	3.33%
WEST INDIAN AMERICANS	2	3.33%
ANGLO AMERICANS	2	3.33%
CANADIAN AMERICANS	2	3.33%
SCOTCH AMERICANS	2	3.33%
APPALACHIAN AMERICANS	2	3.33%
ENGLISH AMERICANS	2	3.33%
HUNGARIAN AMERICANS	2	3.33%
RUTHENIAN AMERICANS	2	3.33%

TABLE 17 (cont'd)

<u>GROUP</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
SERBIAN AMERICANS	2	3.33%
EGYPTIAN AMERICANS	2	3.33%
MENNONITE AMERICANS	2	3.33%
HISPANIC AMERICANS	2	3.33%
WHITE ETHNICS	1	1.67%
ARMENIAN AMERICANS	1	1.67%
INDIAN AMERICANS	1	1.67%
SOUTH AMERICANS	1	1.67%
HAITIAN AMERICANS	1	1.67%
CHEROKEE INDIANS	1	1.67%
JAMAICAN AMERICANS	1	1.67%
DANISH AMERICANS	1	1.67%
DUTCH AMERICANS	1	1.67%
FINNISH AMERICANS	1	1.67%
FRENCH CANADIAN AMERICANS	1	1.67%
NORWEGIAN AMERICANS	1	1.67%
PORTUGUESE AMERICANS	1	1.67%
SWISS AMERICANS	1	1.67%
YUGOSLAV AMERICANS	1	1.67%

Chapter 2

Hispanic Americans

Fifty-three of the responding schools report an emphasis on Hispanic Americans in their multicultural teacher education programs. They offer a total of 821 courses on the Hispanic American experience. One hundred and twenty-nine of these courses are multiethnic in nature. Three hundred and ninety-five are on Mexican Americans, 112 on Puerto Ricans, 60 on Cuban Americans, 52 on Spanish Americans, 45 on Central Americans, and 28 on South Americans. In addition 45 of the schools (84.9%) have a total of 292 general or theoretical multicultural education courses associated with their programs and 209 methods and/or materials courses. Student teaching (43 schools, 81.1%), practica (32 schools, 60.4%), and internships (26 schools, 49.1%) are offered in settings which provide for contact with Hispanic peoples as well.

Undergraduate multicultural teacher education majors focusing on Hispanic Americans are offered by 13 schools with minors by 8. Five graduate majors and 5 minors are available. Degree offerings include 2 schools with associate's degrees, 14 with bachelor's degrees, 9 with master's degrees, and 2 with doctoral degrees. These programs serve over 10,387 students (38 schools reporting), a mean of 273 per program. They have been in operation for an average of 4.3 years each.

Academic disciplines most frequently involved in multicultural teacher education with a focus on Hispanic Americans include education (49 schools, 92.5%), history (36 schools, 67.9%), anthropology (35 schools, 66%), sociology (35 schools, 66%), foreign languages (33 schools, 62.3%), linguistics (31 schools, 58.5%), and English (28 schools, 52.8%).

Forty-two of the schools (79.3%) report involvement with Hispanic

communities. Types of community involvement include the use of community resources (39 schools, 73.6%), the use of human resources in the communities (38 schools, 71.7%), interaction with community organizations (37 schools, 69.8%), study of the communities (22 schools, 41.5%), community involvement in curriculum planning (17 schools, 32.08%), and community based instructional programs (14 schools, 26.4%). Twenty-seven of the schools (50.9%) have produced original materials for use in their multicultural teacher education programs with an Hispanic American focus.

These schools are located in 18 states with California housing the largest number (18 schools, 34%). New York and Texas have the next largest number of schools with 4 each (7.6%).

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an Hispanic American Studies focus have been in operation

(N=53 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	3	5.7	7.0	7.0
1	4	7.5	9.3	16.3
2	5	9.4	11.6	27.9
3	7	13.2	16.3	44.2
4	7	13.2	16.3	60.5
5	3	5.7	7.0	67.4
6	4	7.5	9.3	76.7
7	2	3.8	4.7	81.4
8	4	7.5	9.3	90.7
9	1	1.9	2.3	93.0
10	3	5.7	7.0	100.0
NO RESPONSE	<u>10</u>	<u>18.9</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	53	100.0	100.0	100.0

M=4.349

Md=3.857

Mo=3

SD=2.844

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with an Hispanic American Studies focus per year

(N=53 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	14	26.4	36.8	36.8
51-100	7	13.2	18.4	55.3
101-150	2	3.8	5.3	60.5
151-200	4	7.5	10.5	71.1
201-250	3	5.7	7.9	78.9
301-350	1	1.9	2.6	81.6
351-400	2	3.8	5.3	86.8
501-550	1	1.9	2.6	89.5
751-800	1	1.9	2.6	92.1
1201-1250	1	1.9	2.6	94.7
1901-2000	2	3.8	5.3	100.0
NO RESPONSE	<u>15</u>	<u>28.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	53	100.0	100.0	100.0

M=273.342

Md=99.167

Mo=50

SD=478.79

N=10,387

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Hispanic Americans

(N=53 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	49	92.45%
HISTORY	36	67.92%
ANTHROPOLOGY	35	66.04%
SOCIOLOGY	35	66.04%
FOREIGN LANGUAGES	33	62.26%
LINGUISTICS	31	58.49%
ENGLISH	28	52.83%
POLITICAL SCIENCE	26	49.06%
PSYCHOLOGY	23	43.40%
URBAN STUDIES	23	43.40%
AMERICAN STUDIES	18	33.96%
ART	17	32.08%
MUSIC	16	30.19%
PHILOSOPHY	14	26.42%
FOLKLORE	13	24.53%
DANCE	13	24.53%
GEOGRAPHY	12	22.64%
THEATER (DRAMA)	12	22.64%
RELIGION	11	20.75%
SOCIAL PSYCHOLOGY	11	20.75%
ECONOMICS	10	18.87%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
ETHNOLOGY	8	15.09%
SOCIAL WORK	7	13.21%
PHYSICAL EDUCATION	2	3.77%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Hispanic Americans by type
(N=53)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	42	79.25%
USE OF COMMUNITY RESOURCES	39	73.58%
USE OF HUMAN RESOURCES	38	71.70%
INTERACTION WITH COMMUNITY ORGANIZATIONS	37	69.81%
STUDY OF THE COMMUNITY	22	41.51%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	17	32.08%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	14	26.42%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Hispanic Americans

(N=53)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	18	33.96%
NEW YORK	4	7.55%
TEXAS	4	7.55%
IOWA	3	5.66%
PENNSYLVANIA	3	5.66%
WISCONSIN	3	5.66%
ARIZONA	2	3.77%
ILLINOIS	2	3.77%
MICHIGAN	2	3.77%
NEVADA	2	3.77%
NEW MEXICO	2	3.77%
UTAH	2	3.77%
CONNECTICUT	1	1.89%
FLORIDA	1	1.89%
IDAHO	1	1.89%
OHIO	1	1.89%
OKLAHOMA	1	1.89%
WASHINGTON	1	1.89%

Chapter 3

African Americans

Among the 43 multicultural teacher education programs with a focus on African Americans, there are 424 courses offered on the African American experience, 282 courses (37 schools, 86%) of a general or theoretical nature, and 151 courses (32 schools, 74.4%) dealing with methods and/or materials for multicultural education. Student teaching (33 schools, 76.7%), practica (23 schools, 53.5%), and internships (20 schools, 46.5%) in settings providing for contact with African Americans are also available. Fifteen undergraduate majors and 11 minors with this focus are provided. There are 6 graduate majors and 3 minors. Degree offerings include 13 bachelor's degrees, 4 master's degrees, and 2 doctoral degrees.

The programs whose mean age is 4.8 years serve an average of 331 students per school, 9,775 in all. The disciplines most frequently involved in the programs are education (39 schools, 90.7%), sociology (30 schools, 69.8%), history (29 schools, 67.4%), anthropology (25 schools, 58.1%), and English (24 schools, 55.8%).

Thirty-four of the schools (79.1%) report involvement of African American communities in their programs of the following types: use of community resources (31 schools, 72.1%), use of human resources in the communities (26 schools, 60.5%), interaction with community organizations (26 schools, 60.5%), study of the communities (21 schools, 48.8%), community involvement in curriculum planning (12 schools, 27.9%), and community based instructional programs (10 schools, 23.3%). Twenty-five of the schools (58.1%) have produced original materials for use in their programs.

The multicultural teacher education programs with a focus on African Americans are found in 18 states and the District of Columbia. The

preponderance are in California (10 schools, 23.3%). New York and Pennsylvania have 4 each (9.3%), and Iowa has 3 (7%).

TABLE 1
LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an African American Studies focus have been in operation

(N=43 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	2	4.7	6.5	6.5
1	3	7.0	9.7	16.1
2	2	4.7	6.5	22.6
3	5	11.6	16.1	38.7
4	3	7.0	9.7	48.4
5	1	2.3	3.2	51.6
6	4	9.3	12.9	64.5
7	5	11.6	16.1	80.6
8	4	9.3	12.9	93.5
10	2	4.7	6.5	100.0
NO RESPONSE	<u>12</u>	<u>27.9</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	43	100.0	100.0	100.0

M=4.839

Md=5

Mo=3

SD=2.876

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with an African American Studies focus per year

(N=43 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	8	18.6	32.0	32.0
51-100	5	11.6	20.0	52.0
101-150	2	4.7	8.0	60.0
151-200	2	4.7	8.0	68.0
201-250	2	4.7	8.0	76.0
301-350	1	2.3	4.0	80.0
351-400	1	2.3	4.0	84.0
751-800	1	2.3	4.0	88.0
951-1000	1	2.3	4.0	92.0
1901-2000	2	4.7	8.0	100.0
NO RESPONSE	<u>18</u>	<u>41.9</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	43	100.0	100.0	100.0

M=331.6

Md=118.333

Mo=100

SD=556.3

N=9,775

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are involved in
multicultural teacher education programs focusing on African Americans

(N=43 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	39	90.70%
SOCIOLOGY	30	69.77%
HISTORY	29	67.44%
ANTHROPOLOGY	25	58.14%
ENGLISH	24	55.81%
FOREIGN LANGUAGES	23	53.49%
POLITICAL SCIENCE	23	53.49%
URBAN STUDIES	21	48.84%
MUSIC	18	41.86%
PSYCHOLOGY	17	39.53%
ART	16	37.21%
LINGUISTICS	16	37.21%
FOLKLORE	12	27.91%
ECONOMICS	12	27.91%
AMERICAN STUDIES	12	27.91%
PHILOSOPHY	11	25.58%
RELIGION	11	25.58%
THEATER (DRAMA)	11	25.58%
DANCE	10	23.36%
SOCIAL PSYCHOLOGY	9	20.93%
GEOGRAPHY	9	20.93%
ETHNOLOGY	8	18.60%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
SOCIAL WORK	5	11.63%
PHYSICAL EDUCATION	2	4.65%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on African Americans by type

(N=43)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	34	79.07%
USE OF COMMUNITY RESOURCES	31	72.09%
USE OF HUMAN RESOURCES	26	60.47%
INTERACTION WITH COMMUNITY ORGANIZATIONS	26	60.47%
STUDY OF THE COMMUNITY	21	48.84%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	12	27.91%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	10	23.26%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on African Americans

(N=43)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	10	23.26%
NEW YORK	4	9.30%
PENNSYLVANIA	4	9.30%
IOWA	3	6.98%
CONNECTICUT	2	4.65%
ILLINOIS	2	4.65%
MICHIGAN	2	4.65%
MINNESOTA	2	4.65%
NEVADA	2	4.65%
TEXAS	2	4.65%
WISCONSIN	2	4.65%
DISTRICT OF COLUMBIA	1	2.33%
FLORIDA	1	2.33%
INDIANA	1	2.33%
MARYLAND	1	2.33%
MASSACHUSETTS	1	2.33%
NEW JERSEY	1	2.33%
UTAH	1	2.33%
WASHINGTON	1	2.33%

Chapter 4

Mexican Americans

The 39 schools with multicultural teacher education programs focusing on Mexican Americans have a total of 395 courses on the Mexican American experience, 220 general or theoretical multicultural education courses (34 schools, 87.2%), and 162 methods and/or materials courses (33 schools, 84.6%) for multicultural education. Student teaching (31 schools, 79.5%), practica (22 schools, 56.4%), and internships (19 schools, 48.7%) are offered in settings providing for contact with Mexican Americans. The schools have 10 undergraduate majors, 6 undergraduate minors, 4 graduate majors, and 5 graduate minors in multicultural education with a focus on Mexican Americans. Two schools have associate's degrees in this area. Twelve have bachelor's degrees, 8 master's degrees, and 1 a doctoral degree.

The programs have been in operation for an average of 4.5 years, serving a total of 7,340 students (26 schools reporting, $M=282$ per program). The academic disciplines most frequently involved are education (37 schools, 94.9%), history (26 schools, 66.7%), linguistics (26 schools, 66.7%), foreign languages (24 schools, 61.5%), anthropology (24 schools, 61.5%), and sociology (24 schools, 61.5%).

Involvement with Mexican American communities is reported by 31 schools (79.5%). Types of community involvement include use of community resources (31 schools, 79.5%), use of human resources in the communities (30 schools, 76.9%), interaction with community organizations (29 schools, 74.4%), study of the communities (17 schools, 43.6%), community involvement in curriculum planning (12 schools, 30.8%), and community based instructional programs (11 schools, 28.2%).

Schools with multicultural teacher education programs focusing on

Mexican Americans are located in 15 states. California (16 schools, 41%) has the largest number of programs. Texas has 4 (10.3%) and Wisconsin 3 (7.7%). Nineteen of the schools (48.7%) have produced original materials for use in their programs.

TABLE 1
LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a Mexican American Studies focus have been in operation

(N=39 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	2	5.1	6.7	6.7
1	1	.6	3.3	10.0
2	3	7.7	10.0	20.0
3	7	17.9	23.3	43.3
4	5	12.8	16.7	60.0
5	2	5.1	6.7	66.7
6	3	7.7	10.0	76.7
7	1	2.6	3.3	80.0
8	3	7.7	10.0	90.0
9	1	2.6	3.3	93.3
10	2	5.1	6.7	100.0
NO RESPONSE	<u>9</u>	<u>23.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	39	100.0	100.0	100.0

M=4.533

Md=3.9

Mo=3

SD=2.751

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with a Mexican American Studies focus per year

(N=39 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	7	17.9	26.9	26.9
51-100	6	15.4	23.1	50.0
101-150	2	5.1	7.7	57.7
151-200	3	7.7	11.5	69.2
201-250	2	5.1	7.7	76.9
351-400	2	5.1	7.7	84.6
501-550	1	2.6	3.8	88.5
751-800	1	2.6	3.8	92.3
1201-1250	1	2.6	3.8	96.2
1901-2000	1	2.6	3.8	100.0
NO RESPONSE	<u>13</u>	<u>33.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	39	100.0	100.0	100.0

M=282.308

Md=117.5

Mo=100

SD=449.116

N=7,340

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Mexican Americans
(N=39 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	37	94.87%
HISTORY	26	66.67%
LINGUISTICS	26	66.67%
FOREIGN LANGUAGES	24	61.54%
ANTHROPOLOGY	24	61.54%
SOCIOLOGY	24	61.54%
ENGLISH	19	48.72%
POLITICAL SCIENCE	18	46.15%
URBAN STUDIES	16	41.03%
PSYCHOLOGY	15	38.46%
AMERICAN STUDIES	14	35.90%
ART	13	33.33%
MUSIC	11	28.21%
PHILOSOPHY	10	25.64%
DANCE	10	25.64%
THEATER (DRAMA)	10	25.64%
FOLKLORE	10	25.64%
SOCIAL PSYCHOLOGY	9	23.08%
GEOGRAPHY	8	20.51%
RELIGION	7	17.95%
ECONOMICS	7	17.95%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
ETHNOLOGY	6	15.38%
SOCIAL WORK	5	12.82%
PHYSICAL EDUCATION	2	5.13%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Mexican Americans by type
(N=39)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	31	79.49%
USE OF COMMUNITY RESOURCES	31	79.49%
USE OF HUMAN RESOURCES	30	76.92%
INTERACTION WITH COMMUNITY ORGANIZATIONS	29	74.36%
STUDY OF THE COMMUNITY	17	43.59%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	12	30.77%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	11	28.21%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Mexican Americans

(N=39)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	16	41.03%
TEXAS	4	10.26%
WISCONSIN	3	7.69%
ILLINOIS	2	5.13%
NEVADA	2	5.13%
NEW MEXICO	2	5.13%
UTAH	2	5.13%
ARIZONA	1	2.56%
CONNECTICUT	1	2.56%
IOWA	1	2.56%
MICHIGAN	1	2.56%
OHIO	1	2.56%
OKLAHOMA	1	2.56%
PENNSYLVANIA	1	2.56%
WASHINGTON	1	2.56%

Chapter 5

Native Americans

Thirty-six of the postsecondary institutions with multicultural teacher education focus on Native Americans. They offer a total of 178 courses on Native Americans, 182 general or theoretical courses (28 schools, 77.8%), and 125 methods and/or materials courses for multicultural education (32 schools, 88.9%). Associated with the programs are student teaching (28 schools, 77.8%), practica (22 schools, 61.1%), and internships (18 schools, 50%) offered in settings which provide for contact with Native Americans. There are 5 undergraduate majors with this focus, 7 undergraduate minors, 2 graduate majors, and 2 graduate minors. Two associate's degrees, 9 bachelor's degrees, 5 master's degrees, and 1 doctoral degree are available in multicultural education with a Native American studies focus. These programs have been underway for an average of 3.9 years, serving a total of over 6,962 students ($M=229$ per program).

The academic disciplines most frequently participating in the programs are education (33 schools, 91.7%), history (25 schools, 69.4%), sociology (24 schools, 66.7%), anthropology (23 schools, 63.9%), foreign languages (21 schools, 58.3%), linguistics (20 schools, 55.6%), and English (19 schools, 52.8%).

Involvement with Native American communities is a feature of programs at 32 schools (88.9%). Types of involvement include use of community resources (29 schools, 80.6%), use of human resources in the communities (28 schools, 77.8%), interaction with community organizations (25 schools, 69.4%), community involvement in curriculum planning (20 schools, 55.6%), study of the communities (16 schools, 44.4%), and community based instructional programs (14 schools, 38.9%). Twenty of the schools (55.6%) have produced original

materials for use in their programs.

Schools with multicultural teacher education programs which focus on Native Americans are found in 20 states.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a Native American Studies focus have been in operation

(N=36 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	3	8.3	9.4	9.4
1	5	13.9	15.6	25.0
2	2	5.6	6.3	31.3
3	6	16.7	18.8	50.0
4	4	11.1	12.5	62.5
5	4	11.1	12.5	75.0
6	3	8.3	9.4	84.4
8	3	8.3	9.4	93.8
10	2	5.6	6.3	100.0
NO RESPONSE	<u>4</u>	<u>11.1</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	36	100.0	100.0	100.0

M=3.906

Md=3.5

Mo=3.0

SD=2.798

TABLE 2
STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with a Native American Studies focus per year

(N=36 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	8	22.2	29.6	29.6
51-100	8	22.2	29.6	59.3
101-150	2	5.6	7.4	66.7
151-200	4	11.1	14.8	81.5
351-400	2	5.6	7.4	88.9
551-600	1	2.8	3.7	92.6
751-800	1	2.8	3.7	96.3
1901-2000	1	2.8	3.7	100.0
NO RESPONSE	<u>9</u>	<u>25.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	36	100.0	100.0	100.0

M=228.519

Md=103.750

Mo=100

SD=399.691

N=6,962

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Native Americans
(N=36 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	33	91.67%
HISTORY	25	69.44%
SOCIOLOGY	24	66.67%
ANTHROPOLOGY	23	63.89%
FOREIGN LANGUAGES	21	58.33%
LINGUISTICS	20	55.56%
ENGLISH	19	52.78%
POLITICAL SCIENCE	15	41.67%
AMERICAN STUDIES	14	38.89%
ART	14	38.89%
URBAN STUDIES	13	36.11%
MUSIC	12	33.33%
PSYCHOLOGY	12	33.33%
PHILOSOPHY	9	25.00%
RELIGION	9	25.00%
THEATER (DRAMA)	8	22.22%
DANCE	7	19.44%
SOCIAL PSYCHOLOGY	7	19.44%
ECONOMICS	6	16.67%
ETHNOLOGY	6	16.67%
SOCIAL WORK	6	16.67%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
FOLKLORE	6	16.67%
GEOGRAPHY	6	16.67%
PHYSICAL EDUCATION	2	5.56%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Native Americans by type
(N=36)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	32	88.89%
USE OF COMMUNITY RESOURCES	29	80.56%
USE OF HUMAN RESOURCES	28	77.78%
INTERACTION WITH COMMUNITY ORGANIZATIONS	25	69.44%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	20	55.56%
STUDY OF THE COMMUNITY	16	44.44%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	14	38.89%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Native Americans

(N=36)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	5	13.89%
MONTANA	4	11.11%
PENNSYLVANIA	3	8.33%
ARIZONA	2	5.56%
IOWA	2	5.56%
NEVADA	2	5.56%
NEW MEXICO	2	5.56%
TEXAS	2	5.56%
UTAH	2	5.56%
WASHINGTON	2	5.56%
ALASKA	1	2.78%
CONNECTICUT	1	2.78%
IDAHO	1	2.78%
ILLINOIS	1	2.78%
MARYLAND	1	2.78%
MASSACHUSETTS	1	2.78%
MINNESOTA	1	2.78%
OKLAHOMA	1	2.78%
OREGON	1	2.78%
WISCONSIN	1	2.78%

Chapter 6

European Americans

Twenty-two of the multicultural teacher education programs focus on European American groups. A total of 163 courses are offered on European Americans. Fifty-two of these are on Spanish Americans. There are 26 on Polish Americans, 20 on French Americans, 17 on German Americans, 12 on Italian Americans, and 11 on Russian Americans. Other groups with at least 1 course include Armenian Americans, Basque Americans, Czech Americans, Danish Americans, English Americans, Irish Americans, Norwegian Americans, Portuguese Americans, and Scotch Americans. Eighteen of the schools (81.8%) provide 94 general or theoretical multicultural education courses in association with their programs as well as 69 methods and/or materials courses. In addition to these student teaching (18 schools, 81.8%), practica (10 schools, 45.5%), and internships (10 schools, 45.5%) are offered in settings which provide for cross cultural contact.

More than 4,038 students (17 schools reporting) are served by these programs ($M=238$ per school) which have been in operation for an average of 3.7 years each. Four of the schools offer undergraduate multicultural education majors with a European American Studies focus and 3 undergraduate minors. Two schools have graduate majors and 1 a graduate minor. There are 2 schools providing associate's degrees, 7 with bachelor's degrees, 4 with master's degrees and 2 with doctoral degrees.

The academic disciplines most frequently participating in these programs are education (19 schools, 86.4%), history (15 schools, 68.2%), sociology (15 schools, 68.2%), foreign languages (14 schools, 63.6%), anthropology (14 schools, 63.6%), English (13 schools, 59.1%), political science (13 schools, 59.1%), urban studies (13 schools, 59.1%), and linguistics (12 schools, 54.6%).

Involvement with European American ethnic communities is a feature of programs at 16 schools (72.7%). Types of involvement include the use of community resources (15 schools, 68.2%), the use of human resources in the communities (13 schools, 59.1%), interaction with community organizations (12 schools, 54.6%), community involvement in curriculum planning (10 schools, 45.5%), study of the communities (7 schools, 31.8%), and community based instructional programs (5 schools, 22.7%). Ten of the schools (45.5%) have produced original materials for use in their programs.

The multicultural teacher education programs which focus on European American groups are located in 11 states. New York (5 schools, 22.7%) and Pennsylvania (3 schools, 13.6%) have the most.

TABLE 1
LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a European American Studies focus have been in operation

(N=22 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	3	13.6	15.8	15.8
1	2	9.1	10.5	26.3
2	3	13.6	15.8	42.1
3	1	4.5	5.3	47.4
4	3	13.6	15.8	63.2
5	2	9.1	10.5	73.7
6	2	9.1	10.5	84.2
7	1	4.5	5.3	89.5
8	1	4.5	5.3	94.7
10	1	4.5	5.3	100.0
NO RESPONSE	<u>3</u>	<u>13.6</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	22	100.0	100.0	100.0

M=3.684

Md=3.667

Mo=0

SD=2.868

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs

with a European American Studies focus per year

(N=22 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	8	36.4	47.1	47.1
51-100	3	13.6	17.6	64.7
101-150	1	4.5	5.9	70.6
151-200	2	9.1	11.8	82.4
201-250	1	4.5	5.9	88.2
751-800	1	4.5	5.9	94.1
1901-2000	1	4.5	5.9	100.0
NO RESPONSE	<u>5</u>	<u>22.7</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	22	100.0	100.0	100.0

M=237.529

Md=64

Mo=50

SD=490.687

N=4,038

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on European Americans
(N=22 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	19	86.36%
HISTORY	15	68.18%
SOCIOLOGY	15	68.18%
FOREIGN LANGUAGES	14	63.64%
ANTHROPOLOGY	14	63.64%
ENGLISH	13	59.09%
POLITICAL SCIENCE	13	59.09%
URBAN STUDIES	13	59.09%
LINGUISTICS	12	54.55%
PSYCHOLOGY	9	40.91%
MUSIC	8	36.36%
GEOGRAPHY	7	31.82%
PHILOSOPHY	7	31.82%
AMERICAN STUDIES	7	31.82%
ART	7	31.82%
DANCE	5	22.73%
RELIGION	5	22.73%
THEATER (DRAMA)	5	22.73%
ECONOMICS	4	18.18%
SOCIAL PSYCHOLOGY	4	18.18%
SOCIAL WORK	3	13.64%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
FOLKLORE	3	13.64%
ETHNOLOGY	2	9.09%
PHYSICAL EDUCATION	1	4.55%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on European Americans by type

(N=22)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	16	72.73%
USE OF COMMUNITY RESOURCES	15	68.18%
USE OF HUMAN RESOURCES	13	59.09%
INTERACTION WITH COMMUNITY ORGANIZATIONS	12	54.55%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	10	45.45%
STUDY OF THE COMMUNITY	7	31.82%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	5	22.73%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on European Americans

(N=22)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
NEW YORK	5	22.73%
PENNSYLVANIA	3	13.64%
CALIFORNIA	2	9.09%
ILLINOIS	2	9.09%
IOWA	2	9.09%
TEXAS	2	9.09%
WISCONSIN	2	9.09%
ARIZONA	1	4.55%
FLORIDA	1	4.55%
IDAHO	1	4.55%
NEVADA	1	4.55%

Chapter 7

Asian Americans

Twenty-one schools have multicultural teacher education programs focusing on Asian Americans. They have been in operation for an average of 4.2 years and serve a total student population of over 4,799 (282 students per program, 17 schools reporting). A total of 238 courses on Asian Americans are offered including 61 on Filipino Americans (10 schools), 52 on Chinese Americans (14 schools), 39 on Korean Americans (4 schools), 34 multiethnic courses (7 schools), 29 on Japanese Americans (10 schools), 17 on Asian Indian Americans (3 schools), and 6 on Vietnamese Americans (3 schools). Ninety-five general or theoretical multicultural education courses (15 schools, 71.4%) and 89 methods and/or materials courses for multicultural education (19 schools, 90.5%) are associated with the programs. In addition student teaching (16 schools, 76.2%), practica (12 schools, 57.1%), and internships (8 schools, 38.1%) in settings providing for contact with Asian Americans are available. Five of the schools have undergraduate multicultural education majors with a focus on Asian Americans and 3 have minors. Graduate majors are available at 1 school and minors at 2. Programs leading to associate's degrees are provided by 1 school, bachelor's degrees at 5, master's degrees at 4, and a doctoral degree at 1.

The academic disciplines most frequently participating in these programs are education (20 schools, 95.2%), history (17 schools, 81%), anthropology (14 schools, 66.7%), political science (13 schools, 61.9%), sociology (12 schools, 57.14%), and linguistics (11 schools, 52.4%).

Involvement with Asian American communities is a feature at 17 of the schools (81%). Types of involvement include interaction with community organizations (17 schools, 81%), use of community resources (16 schools,

76.2%), use of human resources in the communities (16 schools, 76.2%), study of the communities (11 schools, 52.4%), community based instructional programs (6 schools, 28.6%), and community involvement in curriculum planning (4 schools, 19.1%). Ten of the schools (47.6%) have produced original materials for use in their programs.

The multicultural teacher education programs with a focus on Asian Americans are located in nine states with California (9 schools, 42.9%) and New York (3 schools, 14.3%) having the largest numbers.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an Asian American Studies focus have been in operation

(N=21 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	1	4.8	5.6	5.6
1	1	4.8	5.6	11.1
2	3	14.3	16.7	27.8
3	4	19.0	22.2	50.0
4	3	14.3	16.7	66.7
5	1	4.8	5.6	72.2
6	1	4.8	5.6	77.8
8	3	14.3	16.7	94.4
10	1	4.8	5.6	100.0
NO RESPONSE	<u>3</u>	<u>14.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	21	100.0	100.0	100.0

M=4.222

Md=3.5

Mo=3.0

SD=2.756

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with an Asian American Studies focus per year

(N=21 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	5	23.8	29.4	29.4
51-100	5	23.8	29.4	58.8
151-200	4	19.0	23.5	82.4
701-750	1	4.8	5.9	88.2
751-800	1	4.8	5.9	94.1
1901-2000	1	4.8	5.9	100.0
NO RESPONSE	<u>4</u>	<u>19.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	21	100.0	100.0	100.0

M=282.294

Md=82.5

Mo=50

SD=500.975

N=4,799

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Asian Americans
(N=21 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	20	95.24%
HISTORY	17	80.95%
ANTHROPOLOGY	14	66.67%
POLITICAL SCIENCE	13	61.90%
SOCIOLOGY	12	57.14%
LINGUISTICS	11	52.38%
ENGLISH	10	47.62%
FOREIGN LANGUAGES	10	47.62%
URBAN STUDIES	10	47.62%
PSYCHOLOGY	9	42.86%
MUSIC	7	33.33%
PHILOSOPHY	7	33.33%
RELIGION	7	33.33%
AMERICAN STUDIES	6	28.57%
ART	6	28.57%
GEOGRAPHY	5	23.81%
DANCE	5	23.81%
ETHNOLOGY	4	19.05%
ECONOMICS	4	19.05%
SOCIAL PSYCHOLOGY	4	19.05%
SOCIAL WORK	4	19.05%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
FOLKLORE	4	19.05%
THEATER (DRAMA)	2	9.52%
PHYSICAL EDUCATION	1	4.76%
HOME ECONOMICS	1	4.76%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Asian Americans by type

(N=21)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	17	80.95%
INTERACTION WITH COMMUNITY ORGANIZATIONS	17	80.95%
USE OF COMMUNITY RESOURCES	16	76.19%
USE OF HUMAN RESOURCES	16	76.19%
STUDY OF THE COMMUNITY	11	52.38%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	6	28.57%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	4	19.05%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Asian Americans

(N=21)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	9	42.86%
NEW YORK	3	14.29%
ILLINOIS	2	9.52%
NEVADA	2	9.52%
CONNECTICUT	1	4.76%
IOWA	1	4.76%
LOUISIANA	1	4.76%
PENNSYLVANIA	1	4.76%
WISCONSIN	1	4.76%

Chapter 8

Puerto Ricans

Twelve schools have multicultural teacher education programs which focus on Puerto Ricans. A total of over 2,643 students (9 schools reporting) are enrolled in these programs (M=294 students per program) which have been in operation for an average of 4.1 years each. They provide a total of 112 courses on Puerto Ricans as well as 52 general or theoretical multicultural education courses (10 schools, 83.3%) and 36 methods and/or materials courses for multicultural education (9 schools, 75%). Student teaching (11 schools, 91.7%), practica (6 schools, 50%), and internships (3 schools, 25%) are offered in settings providing for contact with Puerto Ricans. Two schools have undergraduate majors with this focus and 1 a minor. There is 1 school with a graduate major in multicultural education with a Puerto Rican focus. Degree offerings include 1 associate's degree, 2 master's degrees, and 2 doctoral degrees.

Academic disciplines most frequently participating in these programs are education (10 schools, 83.3%), history (9 schools, 75%), urban studies (8 schools, 66.7%), foreign languages (7 schools, 58.3%), political science (7 schools, 58.3%), and sociology (7 schools, 58.3%).

Involvement with Puerto Rican communities is a feature of programs at 9 schools (75%). Types of involvement include use of community resources (9 schools, 75%), use of human resources in the communities (8 schools, 66.7%), interaction with community organizations (7 schools, 58.3%), community involvement in curriculum planning (5 schools, 41.7%), study of the communities (4 schools, 33.3%), and community based instructional programs (2 schools, 16.7%). Eight of the schools (66.7%) have produced original materials for use in their programs.

Multicultural teacher education programs which focus on Puerto Ricans are found in 8 states with New York (4 schools, 33.3%) and Illinois (2 schools, 16.7%) having the most.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a Puerto Rican Studies focus have been in operation

(N=12 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1	1	8.3	11.1	11.1
2	2	16.7	22.2	33.3
3	1	8.3	11.1	44.4
4	2	16.7	22.2	66.7
6	1	8.3	11.1	77.8
7	1	8.3	11.1	88.9
8	1	8.3	11.1	100.0
NO RESPONSE	<u>3</u>	<u>25.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	12	100.0	100.0	100.0

M=4.111

Md=3.875

Mo=4.0

SD=2.421

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with a Puerto Rican Studies focus per year

(N=12 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	4	33.3	44.4	44.4
51-100	2	16.7	22.2	66.7
101-150	1	8.3	11.1	77.8
201-250	1	8.3	11.1	88.9
1901-2000	1	8.3	11.1	100.0
NO RESPONSE	<u>3</u>	<u>25.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	12	100.0	100.0	100.0

M=293.667

Md=71.5

Mo=100

SD=643.325

N=2,643

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Puerto Ricans

(N=12 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	10	83.33%
HISTORY	9	75.00%
URBAN STUDIES	8	66.67%
FOREIGN LANGUAGES	7	58.33%
POLITICAL SCIENCE	7	58.33%
SOCIOLOGY	7	58.33%
ENGLISH	6	50.00%
ANTHROPOLOGY	6	50.00%
LINGUISTICS	6	50.00%
PSYCHOLOGY	5	41.67%
FOLKLORE	3	25.00%
PHILOSOPHY	3	25.00%
ECONOMICS	3	25.00%
DANCE	3	25.00%
RELIGION	3	25.00%
ART	3	25.00%
GEOGRAPHY	2	16.67%
MUSIC	2	16.67%
SOCIAL PSYCHOLOGY	2	16.67%
THEATER (DRAMA)	2	16.67%
AMERICAN STUDIES	1	8.33%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
PHYSICAL EDUCATION	1	8.33%
ETHNOLOGY	1	8.33%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Puerto Ricans by type

(N=12)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	9	75.00%
USE OF COMMUNITY RESOURCES	9	75.00%
USE OF HUMAN RESOURCES	8	66.67%
INTERACTION WITH COMMUNITY ORGANIZATIONS	7	58.33%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	5	41.67%
STUDY OF THE COMMUNITY	4	33.33%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	2	16.67%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Puerto Ricans

(N=12)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
NEW YORK	4	33.33%
ILLINOIS	2	16.67%
CALIFORNIA	1	8.33%
CONNECTICUT	1	8.33%
OHIO	1	8.33%
PENNSYLVANIA	1	8.33%
TEXAS	1	8.33%
WISCONSIN	1	8.33%

Chapter 9

Jewish Americans

Multicultural teacher education programs which focus on Jewish Americans are found at 10 schools. These programs which have been in operation for 9.7 years each on the average serve 299 students per program (N=1,795, 6 schools reporting). They offer a total of 68 courses on Jewish Americans, 61 general or theoretical multicultural education courses (9 schools, 90%), and 62 methods and/or materials courses for multicultural education (7 schools, 70%). Student teaching (10 schools, 100%), practica (6 schools, 60%), and internships (6 schools, 60%) are available in settings providing for contact with Jewish Americans. Two schools have undergraduate majors with this focus and 1 has a minor. One graduate major is offered. Degree programs including this focus leading to 1 bachelor's degree and 2 master's degrees are available.

Academic disciplines most often participating in multicultural teacher education programs focusing on Jewish Americans include education (10 schools, 100%), anthropology (8 schools, 80%), sociology (8 schools, 80%), urban studies (7 schools, 70%), English (6 schools, 60%), and foreign languages (6 schools, 60%).

Eight of the schools report involvement with Jewish American communities in their programs. Types of involvement include use of community resources (8 schools, 80%), interaction with community organizations (8 schools, 80%), use of human resources from the communities (7 schools, 70%), community involvement in curriculum planning (6 schools, 60%), study of the communities (4 schools, 40%), and community based instructional programs (4 schools, 40%). Nine of the schools (90%) have produced original materials for use in their programs.

Multicultural teacher education programs which focus on Jewish Americans are found in 7 states. Iowa, Texas, and Wisconsin have two schools each with such programs.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a Jewish American Studies focus have been in operation

(N=10 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	1	10.0	11.1	11.1
1	1	10.0	11.1	22.2
3	1	10.0	11.1	33.3
4	2	20.0	22.2	55.6
6	1	10.0	11.1	66.7
8	1	10.0	11.1	77.8
30	1	10.0	11.1	88.9
31	1	10.0	11.1	100.0
NO RESPONSE	<u>1</u>	<u>10.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	10	100.0	100.0	100.0

M=9.667

Md=4.625

Mo=4

SD=12.052

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with a Jewish American Studies focus per year

(N=10 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
51-100	2	20.0	33.3	33.3
101-150	1	10.0	16.7	50.0
301-350	2	20.0	33.3	83.3
751-800	1	10.0	16.7	100.0
NO RESPONSE	<u>4</u>	<u>40.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	10	100.0	100.0	100.0

M=299.167

Md=237.5

Mo=100

SD=271.485

N=1,795

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Jewish Americans
(N=10 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	10	100.00%
ANTHROPOLOGY	8	80.00%
SOCIOLOGY	8	80.00%
URBAN STUDIES	7	70.00%
ENGLISH	6	60.00%
FOREIGN LANGUAGES	6	60.00%
FOLKLORE	5	50.00%
HISTORY	5	50.00%
LINGUISTICS	5	50.00%
MUSIC	5	50.00%
PSYCHOLOGY	4	40.00%
RELIGION	4	40.00%
ART	4	40.00%
AMERICAN STUDIES	3	30.00%
PHILOSOPHY	3	30.00%
POLITICAL SCIENCE	3	30.00%
GEOGRAPHY	3	30.00%
SOCIAL PSYCHOLOGY	3	30.00%
THEATER (DRAMA)	3	30.00%
ETHNOLOGY	2	20.00%
ECONOMICS	2	20.00%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
DANCE	2	20.00%
SOCIAL WORK	1	10.00%
PHYSICAL EDUCATION	1	10.00%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Jewish Americans by type

(N=10)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	8	80.00%
USE OF COMMUNITY RESOURCES	8	80.00%
INTERACTION WITH COMMUNITY ORGANIZATIONS	8	80.00%
USE OF HUMAN RESOURCES	7	70.00%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	6	60.00%
STUDY OF THE COMMUNITY	4	40.00%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	4	40.00%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Jewish Americans

(N=10)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
IOWA	2	20%
TEXAS	2	20%
WISCONSIN	2	20%
CALIFORNIA	1	10%
MARYLAND	1	10%
NEW YORK	1	10%
PENNSYLVANIA	1	10%

Chapter 10

Slavic Americans

Eight schools with multicultural teacher education programs focus on Slavic Americans. These programs, in operation for a mean period of 4.2 years, serve more than 318 students (4 schools reporting), an average of 80 students per school. They offer 39 courses on Slavic Americans, 20 general or theoretical multicultural education courses (6 schools, 75%), and 21 methods and/or materials courses for multicultural education (6 schools, 75%). Student teaching (8 schools, 100%), practica (2 schools, 25%), and internships (2 schools, 25%) are offered in settings providing for contact with Slavic Americans. Twenty-six of the courses offered are on Polish Americans, 11 on Russian Americans, and 2 on Czech Americans. One undergraduate multicultural education major is offered with a Slavic American focus. One associate's degree and 1 bachelor's degree with this focus are available.

The academic disciplines most frequently involved with these programs are anthropology (7 schools, 87.5%) and education, English, history, political science and urban studies (6 schools each, 75%).

Involvement with Slavic American communities is a feature of programs at 6 schools (75%). Types include use of community resources (6 schools, 75%), use of human resources from the communities (5 schools, 62.5%), interaction with community organizations (5 schools, 62.5%), study of the communities (4 schools, 50%), community involvement in curriculum planning (4 schools, 50%), and a community based instructional program (1 school, 12.5%). Four of the schools (50%) have produced original materials for use in their programs.

Multicultural teacher education programs which focus on Slavic Americans are found in 6 states. Illinois and Texas have 2 each (25%) while Florida, New York, Pennsylvania, and Wisconsin each have 1 (12.5%).

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with a Slavic American Studies focus have been in operation

(N=8 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	1	12.5	16.7	16.7
2	1	12.5	16.7	33.3
4	2	25.0	33.3	66.7
5	1	12.5	16.7	83.3
10	1	12.5	16.7	100.0
NO RESPONSE	<u>2</u>	<u>25.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	8	100.0	100.0	100.0

M=4.167

Md=3.75

Mo=4

SD=3.371

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with a Slavic American Studies focus per year

(N=8 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	2	25.0	50.0	50.0
51-100	1	12.5	25.0	75.0
101-150	1	12.5	25.0	100.0
NO RESPONSE	<u>4</u>	<u>50.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	8	100.0	100.0	100.0

M=79.5

Md=0

Mo=50

SD=47.76

N=318

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Slavic Americans

(N= 8 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
ANTHROPOLOGY	7	87.50%
EDUCATION	6	75.00%
ENGLISH	6	75.00%
HISTORY	6	75.00%
POLITICAL SCIENCE	6	75.00%
URBAN STUDIES	6	75.00%
PHILOSOPHY	5	62.50%
SOCIOLOGY	5	62.50%
GEOGRAPHY	4	50.00%
LINGUISTICS	4	50.00%
ART	4	50.00%
DANCE	3	37.50%
FOREIGN LANGUAGES	3	37.50%
MUSIC	3	37.50%
PSYCHOLOGY	3	37.50%
RELIGION	3	37.50%
THEATER (DRAMA)	3	37.50%
ECONOMICS	2	25.00%
FOLKLORE	2	25.00%
ETHNOLOGY	2	25.00%
AMERICAN STUDIES	2	25.00%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
SOCIAL PSYCHOLOGY	1	12.50%
PHYSICAL EDUCATION	1	12.50%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Slavic Americans by type

(N=8)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	6	75.00%
USE OF COMMUNITY RESOURCES	6	75.00%
USE OF HUMAN RESOURCES	5	62.50%
INTERACTION WITH COMMUNITY ORGANIZATIONS	5	62.50%
STUDY OF THE COMMUNITY	4	50.00%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	4	50.00%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	1	12.50%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Slavic Americans

(N=8)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
ILLINOIS	2	25.0%
TEXAS	2	25.0%
FLORIDA	1	12.5%
NEW YORK	1	12.5%
PENNSYLVANIA	1	12.5%
WISCONSIN	1	12.5%

Chapter 11

Italian Americans

Five schools have multicultural teacher education programs which focus on Italian Americans. Three are in New York (60%) with one each (20%) in Texas and Wisconsin. They offer a total of 12 courses on Italian Americans. Eighteen general or theoretical multicultural education courses (4 schools, 80%) and 9 methods and/or materials courses for multicultural education (3 schools, 60%) are associated with the programs. Student teaching (4 schools, 80%), a practicum (1 school, 20%), and internships (2 schools, 40%) are given in settings providing for contact with Italian Americans. One school offers a graduate multicultural education major with such a focus. Multicultural education degree programs with a focus on Italian Americans include 1 associate's degree, 1 bachelor's degree, 1 master's degree, and 1 doctoral degree.

The academic disciplines most frequently participating in the programs are education and sociology (4 schools each, 80%), and art, foreign languages, history, music, political science, anthropology and urban studies (3 schools each, 60%).

Involvement with Italian American communities is a feature of programs at 3 schools (60%). Types of community involvement include community involvement in curriculum planning (3 schools, 60%), use of community resources (3 schools, 60%), study of the communities (2 schools, 40%), interaction with community organizations (2 schools, 40%), use of human resources from the communities (2 schools, 40%), and a community based instructional program (1 school, 20%). Four of the schools (80%) have produced original materials for use in their multicultural teacher education programs which focus on Italian Americans.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an Italian American Studies focus have been in operation

(N=5 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
4	1	20.0	33.3	33.3
6	1	20.0	33.3	66.7
7	1	20.0	33.3	100.0
NO RESPONSE	<u>2</u>	<u>40.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	5	100.0	100.0	100.0

M=5.667

Md=5.75

Mo=4

SD=1.528

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with an Italian American Studies focus per year

(N=5 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
101-150	1	20.0	33.3	33.3
201-250	1	20.0	33.3	66.7
1901-2000	1	20.0	33.3	100.0
NO RESPONSE	<u>2</u>	<u>40.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	5	100.0	100.0	100.0

M=788.333

Md=645

Mo=150

SD=1049.837

N=2,365

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Italian Americans
(N= 5 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
EDUCATION	4	80.00%
SOCIOLOGY	4	80.00%
ART	3	60.00%
FOREIGN LANGUAGES	3	60.00%
HISTORY	3	60.00%
MUSIC	3	60.00%
POLITICAL SCIENCE	3	60.00%
ANTHROPOLOGY	3	60.00%
URBAN STUDIES	3	60.00%
ECONOMICS	2	40.00%
ENGLISH	2	40.00%
PSYCHOLOGY	2	40.00%
THEATER (DRAMA)	2	40.00%
LINGUISTICS	1	20.00%
AMERICAN STUDIES	1	20.00%
PHILOSOPHY	1	20.00%
PHYSICAL EDUCATION	1	20.00%
GEOGRAPHY	1	20.00%
DANCE	1	20.00%
RELIGION	1	20.00%

TABLE 3 (cont'd)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
ETHNOLOGY	1	20.00%
FOLKLORE	1	20.00%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Italian Americans by type
(N=5)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	3	60.00%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	3	60.00%
USE OF COMMUNITY RESOURCES	3	60.00%
STUDY OF THE COMMUNITY	2	40.00%
INTERACTION WITH COMMUNITY ORGANIZATIONS	2	40.00%
USE OF HUMAN RESOURCES	2	40.00%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	1	20.00%

TABLE 5
GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Italian Americans

(N=5)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
NEW YORK	3	60.00%
TEXAS	1	20.00%
WISCONSIN	1	20.00%

Chapter 12

Arab Americans

Three schools report multicultural teacher education programs with a focus on Arab Americans. The schools, located in California, Pennsylvania, and Texas, offer programs serving over 250 students (2 schools reporting) a total of 17 courses on Arab Americans. The programs, in operation for an average of 4.3 years each with a mean student population of 125, also have 16 general or theoretical multicultural education courses (2 schools, 66.7%) and 22 methods and/or materials courses connected to their programs. Student teaching (3 schools, 100%) and internships (2 schools, 66.7%) are given in settings providing for contact with Arab Americans.

The academic disciplines anthropology and education participate in the programs at each school whereas English, history, linguistics, philosophy, political science, sociology, social psychology, and urban studies are involved at 2 schools each (66.7%).

Involvement with Arab American communities is a feature of programs at 2 schools (66.7%). Types of community involvement include use of community resources (2 schools, 66.7%), use of human resources in the community, study of the community, interaction with community organizations, and community involvement in curriculum planning (1 school each, 33.3%). Two of the schools have produced original materials for use in their multicultural teacher education programs which focus on Arab Americans.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an Arab American Studies focus have been in operation

(N=3 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
LESS THAN ONE	1	33.3	33.3	33.3
5	1	33.3	33.3	66.7
8	1	33.3	33.3	100.0
NO RESPONSE	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	3	100.0	100.0	100.0

M=4.33

Md=4.5

Mo=0

SD=4.041

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs

with an Arab American Studies focus per year

(N=3 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	1	33.3	50.0	50.0
151-200	1	33.3	50.0	100.0
NO RESPONSE	<u>1</u>	<u>33.3</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	3	100.0	100.0	100.0

M=125

Md=0

M=50

SD=106.066

N=250

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Arab Americans
(N=3 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
ANTHROPOLOGY	3	100.00%
EDUCATION	3	100.00%
ENGLISH	2	66.67%
HISTORY	2	66.67%
LINGUISTICS	2	66.67%
PHILOSOPHY	2	66.67%
POLITICAL SCIENCE	2	66.67%
SOCIOLOGY	2	66.67%
SOCIAL PSYCHOLOGY	2	66.67%
URBAN STUDIES	2	66.67%
GEOGRAPHY	1	33.33%
DANCE	1	33.33%
ECONOMICS	1	33.33%
MUSIC	1	33.33%
AMERICAN STUDIES	1	33.33%
ART	1	33.33%
PSYCHOLOGY	1	33.33%
RELIGION	1	33.33%
FOREIGN LANGUAGES	1	33.33%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Arab Americans by type

(N=3)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	2	66.67%
USE OF COMMUNITY RESOURCES	2	66.67%
USE OF HUMAN RESOURCES	1	33.33%
STUDY OF THE COMMUNITY	1	33.33%
INTERACTION WITH COMMUNITY ORGANIZATIONS	1	33.33%
COMMUNITY INVOLVEMENT IN CURRICULUM PLANNING	1	33.33%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Arab Americans

(N=3)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
CALIFORNIA	1	33.33%
PENNSYLVANIA	1	33.33%
TEXAS	1	33.33%

Chapter 13

Irish Americans

Two schools, one in New York and one in Pennsylvania, report an Irish American focus in their multicultural teacher education programs. The programs, one in operation for 2 years, the other 5, serve a total of 120 students. One of the schools has 2 methods and/or materials courses for multicultural education associated with its program. Both have student teaching while 1 practicum and 1 internship are available in settings providing for contact with Irish Americans. The schools offer 2 courses on Irish Americans and have 1 associate's degree, 1 bachelor's degree, 1 master's degree, and 1 doctoral degree in which the Irish American focus figures.

The academic disciplines American studies, anthropology, education, English, history, political science, sociology, and urban studies participate in the programs at both schools. One of the schools has community involvement as a feature of its program and 1 has produced original materials for use in its multicultural teacher education program which focuses on Irish Americans.

TABLE 1

LENGTH OF PROGRAM

Number of years multicultural teacher education programs
with an Irish American Studies focus have been in operation
(N=2 schools)

<u>NUMBER OF YEARS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
2	1	50.0	50.0	50.0
5	1	50.0	50.0	100.0
NO RESPONSE	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	2	100.0	100.0	100.0
M=3.5 Md=0 Mo=5 SD=2.121				

TABLE 2

STUDENTS PARTICIPATING

Number of students participating in multicultural teacher education programs
with an Irish American Studies focus per year

(N=2 schools)

<u>NUMBER OF STUDENTS</u>	<u>NUMBER OF SCHOOLS (ABSOLUTE FREQUENCY)</u>	<u>RELATIVE FREQUENCY (PERCENT)</u>	<u>ADJUSTED FREQUENCY (PERCENT)</u>	<u>CUMULATIVE ADJ FREQ (PERCENT)</u>
1-50	1	50.0	50.0	50.0
51-100	1	50.0	50.0	100.0
NO RESPONSE	<u>0</u>	<u>0.0</u>	<u>MISSING</u>	<u>100.0</u>
TOTAL	2	100.0	100.0	100.0

M=60 Md=0 Mo=50 SD=14.142 N=120

TABLE 3

DISCIPLINES PARTICIPATING

Frequency with which academic disciplines are
involved in multicultural teacher education programs focusing on Irish Americans
(N= 2 schools)

<u>DISCIPLINES PARTICIPATING</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF FREQUENCY OF INVOLVEMENT</u>
AMERICAN STUDIES	2	100.00%
ANTHROPOLOGY	2	100.00%
EDUCATION	2	100.00%
ENGLISH	2	100.00%
HISTORY	2	100.00%
POLITICAL SCIENCE	2	100.00%
SOCIOLOGY	2	100.00%
URBAN STUDIES	2	100.00%
FOREIGN LANGUAGES	1	50.00%
GEOGRAPHY	1	50.00%
LINGUISTICS	1	50.00%
PHILOSOPHY	1	50.00%
ART	1	50.00%
PSYCHOLOGY	1	50.00%

TABLE 4

COMMUNITY INVOLVEMENT

Number of schools with community involvement in their
multicultural teacher education programs focusing on Irish Americans by type

(N=2)

<u>TYPE OF COMMUNITY INVOLVEMENT</u>	<u>NUMBER OF SCHOOLS</u>	<u>% OF SCHOOLS</u>
COMMUNITY INVOLVEMENT	1	50.00%
USE OF COMMUNITY RESOURCES	1	50.00%
USE OF HUMAN RESOURCES	1	50.00%
COMMUNITY BASED INSTRUCTIONAL PROGRAM	1	50.00%
INTERACTION WITH COMMUNITY ORGANIZATIONS	1	50.00%

TABLE 5

GEOGRAPHIC DISTRIBUTION

Geographic distribution of multicultural teacher education
programs focusing on Irish Americans

(N=2)

<u>STATES</u>	<u>NUMBER OF SCHOOLS</u>	<u>PERCENTAGE</u>
NEW YORK	1	50%
PENNSYLVANIA	1	50%

Chapter 14

Conclusions

The development of multicultural teacher education programs is largely a phenomenon of the 1970's, the bulk of the programs appearing after 1972. Growth should continue in the 1980's. Many major teacher organizations have taken positions favorable to multicultural education, and, significantly, the National Council for the Accreditation of Teacher Education in their 1979 standards places strong emphasis on multicultural education in the content and conduct of teacher education programs.

Functionally the programs now in place are, by and large, minority studies programs. An argument has been made that the curricula of elementary, secondary, and postsecondary institutions, including teacher education, have for so long reflected the Anglo-Teutonic tradition that other groups, especially those which have suffered invidious distinctions, must receive a special focus now. Some have suggested that separate programs controlled and taught by representatives of particular groups are necessary. The argument is that in the absence of this kind of power base the heritage, perceptions, sensibilities, contributions, and experiences of non-WASP peoples would receive short shrift and most likely would be bastardized in the process. This is, of course, a political rather than academic argument. The political argument may be valid. The academic validity of courses and programs so constructed, however, must bear close scrutiny, especially in regard to propensities toward ethnic chauvinism and intellectual parochialism.

This survey indicates that, especially in the last eight years, a few groups have been successful in gaining places in curricula at a small number of the country's institutions offering teacher education and serve, relatively speaking, a small student population. In light of our nation's history which

includes a history of neglect of the contributions, perceptions, experiences, and sensibilities in school curricula and materials of many of our peoples, others, most notably Central, Eastern, and Southern European heritage groups, appear to be under-represented.

If the nation's schools are to adequately prepare citizens for responsible participation in a complex culturally pluralistic society and a multicultural world, the pre-service education of teachers should reflect the realities of that society and world. To my mind that would entail the development of broadly based, conceptually oriented, multidisciplinary, comparative, multiethnic curricula which would be a part of the education of every prospective teacher. Further, the standard for professorship in all programs should be scholarly merit.

To the extent that teacher education programs do not provide their students with a pluralistic view of life, arming them with skills for teaching across cultures and about a multicultural society and world, and, to the extent they maintain an ontological commitment to an Anglo-Teutonic perception of the world, they are agents for the perpetuation of cultural deprivation.

NOTES

¹ For a complete description of each program responding to the survey, including lists of locally produced materials available, see Washburn, David E. (1979), Ethnic Studies, Bilingual/Bicultural Education and Multicultural Teacher Education in the United States: A Directory of Higher Education Programs and Personnel. Miami/Houston/London, Inquiry International. This book is available through the Multicultural Education Center, Bloomsburg State College.